

Assessment Action Plan 2014 – 2015



Key Priorities:

1.1 To successfully monitor and track the progress of all children taught in Reading, Writing and Maths (using the newly agreed assessment recording and reporting arrangements established by the school) using assessment information to inform planning.

2.5 Closely monitor and track the progress of disadvantaged pupils across the school and continue to raise progress and attainment, providing rapid and effective intervention where necessary.

Improvement Objectives:

- To develop a school based system that effectively tracks and monitors the progress of pupils, year on year.
- To provide a clear framework that allows teachers judge progress and plan for next steps in learning.
- To ensure accuracy of teacher assessments, through moderation of judgements.
- To report termly to parents on the progress that pupils are making.
- To ensure that pupils eligible for the Pupil Premium Grant make good or better progress across the core subjects.
- To communicate systems of tracking pupils with all stakeholders and ensure that Governors can use new systems to track progress and hold the school to account.
- To ensure teachers can identify vulnerable groups and ensure correct provision is in place for them.

Success Criteria:

- Teachers are confident in the assessment approaches being used and make accurate teacher assessment judgements.
- Teachers use assessment information to plan next steps.
- Children are aware of their next steps.
- Parents receive timely and informative reports on their child's progress.
- The attainment gap is closed between those pupils who are eligible for pupil premium grant and those that are not, in Reading, Writing, SPaG and Maths.
- All stakeholders are aware of the assessment procedures and principles in place for tracking pupil progress.
- Teachers make effective use of record books to monitor progress and attainment of pupils.

Action	Lead person / timescale	Monitoring	Evaluation/Impact	Next Steps
Monitoring of all whole school assessment procedures already in place such as use of Teacher Record Books. AfL questions in planning, etc.	NC Assessment Leader By Oct half-term 2014	Reported to SLT.	AfL is embedded in planning and can be clearly identified in monitoring report completed by S.L.T.	Continue to monitor and act on improvements highlighted in the SLT monitoring on 6.1.15
Evaluation by SLT of a range of assessment systems being developed. (Babcock4S / Chris Quigley / Pupil Asset)	KB / NC By November 2014	Findings reported to SLT. Half-termly pupil progress meetings. CPD Monitoring report.	Pupil Asset training was extremely beneficial. On 15.10.15 the SLT received training on new assessment systems and there is now greater clarity about expectations to move children 3.5pts each year. Training this January as SLT has looked at whole school data and key trends – this is ongoing.	NC and KB to develop set of objectives for English that Pupil Asset can load onto the system for us. NC to cross check Maths and ensure it matched the teachers' current Medium Term Planning. After this is completed KB to share with confederation to encourage a consistent approach across local schools.
Visit to St Bart's school to learn approach to assessing pupils / tracking progress and try to reach a common strategy that can be used across all confederation	SLT Spring 2015	SLT to review after visit	This is a useful system however we do feel still that we need to adopt a smart approach that will feed into Pupil Asset. SJS have agreed to share Pupil Asset findings with St Bart's when it is more fully developed.	SLT to look at the assessment criteria provided by St Bart's and upload to Pupil Asset to avoid going back to an APP style of assessment that is paperwork heavy.

Visit to South Farnham School to learn more about SOLO Taxonomy approach to assessing pupils / tracking progress.	KB / NC By Oct 2014	Findings reported to SLT.	Use of SOLO taxonomy not needed as visit confirmed that SJS are currently using the most recent form of Bloom's Taxonomy which will clearly differentiates and ensures that all children are being appropriately challenged. Blooms can also feed into assessment. SFS are currently using the following system for tracking progress: Depending on where in the curriculum the child is working they will receive a grade e. g. 6C Yr 6 Autumn , 6B Year 6 Spring etc. Then a colour banding is added based on Bloom's – if the child is using higher order skills (synthesis and evaluation) – purple core skills (application and analysis) – Green Lower order skills (knowledge and comprehension - red). So a child on 6C red would be working at the lower end of the Y6 curriculum and 6C Purple – exceeding.	NC to explore GL assessment for tests in line with the new curriculum that produce a standardised score. KB and NC to consider the possibility of adopting a similar system after exploration of Chris Quigley.
Review the method used to assess children in reading and how Book Colours system works to track pupils' reading year on year.	LB English Leader & NC Assessment Leader	Monitored by English Leader and reported to HT/DHT.	KB has explored and found a different scheme to implement that is in line with the infant school.	Staff meeting time to be allocated to re-level books under new book band colours and implement new system – LM to model and train staff.
Staff training in the use of Pupil Asset to monitor and track pupil progress currently. SLT training session on use of Pupil Asset for New NC and new levelling systems.	Pupil Asset Oct 16 th Staff Meeting	(See training notes)	Very useful session. Staff are going to continue to input levels until end of the Spring term until S.L.T. are confident that a new levelling system will sufficiently monitor progress.	NC to explore GL assessment for tests in line with the new curriculum that produce a standardised score. – These can be added to Pupil Asset. Staff to uses levels to assess children and update Pupil Asset by half term. Staff are now confident in filtering children depending on their group. (PP, EAL) NC and KB to create groups on Pupil Asset e.g. SNAP and staff to add their children to these. Staff to update groups on Pupil Asset.
Establish agreed assessment protocols for Reading, including approaches for progression through Book Colours.	LB / NC / KB By Oct half-term 2014		KB has explored and found a different scheme to implement that is in line with the infant school.	Staff meeting time to be allocated to level books and implement new system.
Establish agreed assessment protocols for Writing.	LB / NC / KB By Oct half-term 2014	Set up evidence files to support judgements.	See above visit to St Barts and Evaluation by SLT of a range of assessment systems.	Moderation activities with infant to be carried out under transition project overseen by LM.
Establish agreed assessment protocols for Maths.	NC / KB By Nov 2014		See above visit to St Barts and Evaluation by SLT of a range of assessment systems.	

Establish clear understanding of what 'good progress' looks like through end of year expectations for children.	KB / NC	Monitoring of progress established to track pupils – monitoring by HT/DHT.	See above visit to St Barts and Evaluation by SLT of a range of assessment systems.	
Review target setting procedures.	NC	Monitoring of targets in books through work scrutiny.	Parents' forum (27 th January) agreed that the current system could be improved. Teacher admin time will be greatly reduced by the targets no longer being distributed each half term and the targets will be linked to children's current learning needs.	NC to develop target setting sheet system that is used on a more regular basis and the children have more ownership of it. SLT to review report and design a new format that will include a target for English and Maths that will be communicated to parents.
Review newly established assessment procedures and protocols.	NC Assessment Leader Dec 2014	Monitoring of data analysis and feedback to HT / SLT.	Evaluation of current systems in other schools are being reviewed constantly. The impact is that we have a sound understanding of assessment options and are looking to develop a version that is effective and can be shared with other schools.	SLT to look at the assessment criteria provided by St Bart's and upload to Pupil, Asset to avoid going back to an APP style of assessment.
Report changes in 'Assessment without Levels' to Governors and share action plan.	Autumn Term 2014	Children & Learning Committee	Governors understand the position of the school in terms of assessment.	The reviews and updates will be communicated in the spring Governors meeting.
Review with Governors the progress SJS has made towards initiating an agreed approach to assessing pupil progress without levels.	Spring term 2014	Children & Learning Committee		
Review format and effectiveness of end of term academic reports.	SLT Nov 2014	Monitoring of some selected reports against their assessment levels / work books to check consistency.	Parents' forum (27 th January) agreed that the current arrangement of three reports per year was effective and they felt they would like this to continue.	SLT to review report and design a new format that will include a target for English and Maths that will be communicated to parents.
Resources and Budget Plan:			Continuing Professional Development for Subject Leader and other Staff:	
<ul style="list-style-type: none"> Release time for Assessment Leader to visit schools and explore a range of methods of assessing pupil progress. (1 day supply) Purchasing of new assessment resources if required. (To be costed) 			<ul style="list-style-type: none"> Assessment Leader training sessions throughout the year (£500) 	